



Behaviour and Discipline Policy

Governor Committee Responsible	Learning & Teaching
Review period	Annually
Policy approved by Governors	L&T
Meeting minute reference	LT/June18
Status	Statutory
Next review	Summer 2019
Document version number	V1.6
Author	Sarah Elliott
Contributor	
To be read in conjunction with the following policies	

Document History	
V1.0	June 2010
V1.1	May 2011
V1.2	June 2012
V1.3	May 2013
V1.4	June 2016
V1.5	June 17
V1.6	June 18

‘My behaviour is my responsibility’

We have high expectations of the way in which all members of the school community behave towards one another. These are based on agreed **rights** and **responsibilities**.

Children have the right to; <ul style="list-style-type: none">• feel happy• feel safe• learn as an individual• be treated with respect• feel listened to	Children have a responsibility to; <ul style="list-style-type: none">• treat everyone with respect• work to the best of their abilities and allow others to do the same• follow instructions given by all the school staff• take care of property and the environment in and out of school• co operate with other children and adults
Staff have the right to; <ul style="list-style-type: none">• teach• feel safe• be treated with respect• be listened to as a professional	Staff have a responsibility to; <ul style="list-style-type: none">• make clear our expectations of good behaviour• treat all children fairly and with respect• raise children’s self esteem and develop their full potential• provide a challenging, interesting and relevant curriculum• create a safe, welcoming and stimulating environment• use rewards, rules and sanctions clearly and consistently• be a good role model• form good relationships with parents so that all children can see that key adults in their lives share a common aim• recognise that each child is an individual
Parents have the right to; <ul style="list-style-type: none">• know their child is happy• know their child is safe• know their child is taught in a personalised way• know their child is treated with respect• be given honest accounts regarding their child	Parents have a responsibility to; <ul style="list-style-type: none">• make children aware of the appropriate behaviour in all situations• encourage independence and self discipline• show an interest in all that their child does in school• foster good relationships with the school• support the school in the implementation of this policy• be aware of the school rules, values and expectations• read and sign a copy of the home/school agreement

School Aims

To encourage a calm, purposeful and happy atmosphere within our school.

To have a consistent approach to behaviour throughout the school.

To work with the co operation and involvement of all stakeholders

To ensure the safety of the children

To have clear boundaries of acceptable behaviour

To create a positive and stimulating learning environment with high expectations of learning

To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued

To encourage increasing independence and self-discipline so that every child learns to accept responsibility for their his/her own behaviour and actions

At Heather Ridge we use the Good to be Green Behaviour Scheme which encourages the excellent behaviour of our pupils. It is a positive behaviour system which provides:

- a consistent and fair approach to behaviour management;
- clear systems to reward good behaviour and consequences for inappropriate behaviour in line with our behaviour policy.
- children with the opportunity to take ownership of their behaviour and their rewards.

The Good to be Green rules are:

- ❖ We are kind, polite, helpful and aware of others' feelings
- ❖ We listen carefully to others without interrupting them
- ❖ We look after our own and other people's belongings
- ❖ We try our best, work hard and learn from our mistakes
- ❖ We treat other people the way we would like to be treated
- ❖ We always tell the truth

Our Guidelines are

- To foster self discipline by improving self esteem
- To be consistent in our approach through the use of the Good to be Green system.
- To make a clear distinction between the behaviour and the child. It is the behaviour that is disapproved of, not the child
- To make sanctions fair and fitting.
- To ensure certainty of the follow up of inappropriate behaviour which is relevant to child and/or action

Agreed School Rewards

Our agreed award system has four types of award, social, symbolic, special activities and token.

Social	Symbolic	Special Activities	Token
Thumbs up Smile Verbal praise Sharing of learning with class/other adults Displayed learning Private word Applause 'pat on back'	Stickers Class certificate Star of the week Star of the Day Golden Certificate Bronze, Silver and Gold Cards.	Class jobs/monitors Taking messages Visit to the Deputy Head and Headteacher	Golden Time Class award

Agreed School Sanctions

Level of behaviour	Sanction
Low level (eg.) <ul style="list-style-type: none"> • Preventing others from learning • Off task • Tapping, banging, distracting by noise • Inappropriate talking/chatting • Interrupting • Rudeness • Inappropriate behaviour in toilets • Inappropriate behaviour outside • Misuse of equipment 	<p>Dealt with by class teacher using relevant strategies</p> <p>Yellow Card (Good to be Green strategy)</p>
Medium level (eg.) <ul style="list-style-type: none"> • Continuation of low level behaviour • Being untruthful • Damaging equipment • Name calling • Use of bad language • Spitting • Deliberately tripping others • Deliberate pushing, physical contact 	<p>Verbal apology given Loss of golden time/privileges Time out Circle time discussion Parents informed informally SEN register if persistent low level behaviour</p> <p>Red Card (Good to be Green strategy) ABC form completed and filed</p>
High level (eg) <ul style="list-style-type: none"> • Continuation of medium level behaviour • Taking other peoples property • Damaging property • Fighting/biting • Swearing at someone • Threatening behaviour towards other children • Anti Social behaviour • Deliberate, serious accusations against a member of staff 	<p>Head informed immediately Internal exclusion Doing something to make the child/adult feel better Letter of apology Parents informed and asked to visit school to discuss behaviour Possible fixed term exclusion ABC form completed and filed</p>
Extreme level (eg.) <ul style="list-style-type: none"> • Continuation of high level behaviour • Violence towards another child • Violence towards a member of staff 	<p>Head informed immediately Possible fixed term/permanent exclusion from school (refer to Exclusion Policy)</p>

Parents of any other affecte